



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Visual Arts Grade 8 – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-201	Contribute to a discussion about ideas for his or her own artwork.	Assessed by performance assessment	DOK 2
S1C1-202	Make and explain revisions in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C1-203	Develop plans for his or her own artwork, (e.g., sketches, models, and notes).	<p>Students can identify whether a step in the art-making process is from the planning, creating, or revising phase.</p> <p>In the planning phase of the art-making process, items should include the following vocabulary: sketch, rough draft, plan, model, revise, brainstorm, notes, and edit. This is a complete list of the vocabulary to be assessed.</p> <p>Performance only in regard to his/her own artwork.</p> <p>Can be oral, written, or visual.</p>	DOK 2
S1C2-201	Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C2-202	Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork.	Assessed by performance assessment	DOK 2
S1C3-201	Identify, select, and use elements and principles to organize the composition in his or her own artwork.	<p>Select and use elements of art and principles of design to organize.</p> <p>Identify the elements of art and principles of design.</p> <p>Identify elements of art and principles of design to select and use in a composition.</p> <p>Identify elements of art and principles of design within a specific piece of artwork.</p> <p>Definitions need to be standardized and explicitly stated in the item.</p> <p>Identify only the following elements of art: line, shape, color, form,</p>	DOK 1

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		<p>texture, space, and value.</p> <p>Identify only the following principles of design: balance, contrast, pattern, rhythm, unity, movement, and emphasis.</p> <p>Multiple-choice items may not refer to the student’s personal artwork.</p> <p>In multiple-choice items, sample of artwork should be provided.</p>	
S1C4-201	Explain purposeful use of subject matter, symbols, and/or themes in his or her own artwork.	<p>Identification needs to be in other artwork, not the student’s.</p> <p>Items should be limited to universal themes and subject matter.</p> <p>Items should be culturally unbiased. Subject matter, symbols, and/or themes should be accessible for all.</p> <p>Reference S2C1-206</p>	DOK 2
S1C4-202	Create an artwork that serves a function.	<p>Item will define function and use example vs. non-examples that determine functions. Form (object-artwork) vs. function (use).</p> <p>Examples include but are not limited to food vase, jug, architecture, weaving (blanket and clothing), etc.</p> <p>ADE glossary—Function: having an obvious, practical utility. For example, some functions which some artworks serve include providing shelter, storing food, keeping the body warm and dry, and providing a place to sit.</p>	DOK 2
S1C5-201	Identify successful aspects of his or her own artwork and possible revisions.	Assessed by performance assessment	DOK 3

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S1C5-202	Identify and apply technical, functional, formal, and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist's statements).	<p>Given an example of an art assessment tool (including but not limited to a rubric, a reflection, an evaluation, a critique, an artist statement), the student can identify the criteria being assessed in an artwork.</p> <p>Rubric or criteria given must specify technical, functional, formal, and/or expressive elements.</p> <p>Technical: how it was made, artist's skill and craftsmanship in the artwork.</p> <p>Functional: how it is used.</p> <p>Formal: use and arrangement of art elements and art principles within the artwork.</p> <p>Expressive: original/creative ideas and emotion.</p> <p>Criteria should be explicit and clear—for use by student.</p> <p>Use glossary for definitions of criteria.</p> <p>Can be used to evaluate other people's artwork in a multiple-choice format.</p> <p>Refer to S3C2-202</p>	DOK 3
S2C1-201	Contribute to a discussion about who artists are, what they do, and why they create art.	<p>Items address types of artists, including but not limited to painter, photographer, sculptor, graphic designer, illustrator, ceramicist/potter, etc.</p> <p>Items address what artists do, including but not limited to communication, expression, awareness, persuasion, etc.</p> <p>Give example and pertinent details of an artwork and determine from the example what the artist did and why he or she created the artwork.</p> <p>Use words for why they create, including but not limited to the following: to express, to communicate, to bring awareness, to</p>	DOK 2

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		persuade, etc.	
S2C1-202	Discuss how artworks are used to communicate stories, ideas, and emotions.	<p>Items addressing ideas can include but are not limited to love, sadness, hardship, fear, thought process/step by step, brainstorming, and images.</p> <p>Items addressing stories can include but are not limited to life, event, sequential, narrative, and storyboards.</p> <p>Items addressing emotions can include but are not limited to love, sadness, happiness, hardship, fear, and anger.</p> <p>Items should address how art communicates through the elements of art and principles of design.</p> <p>Items can be verbal, visual, or written.</p> <p>Items can address how the elements of art and principles of design are used to create stories, ideas, and emotions.</p>	DOK 2
S2C1-203	Discuss what an art world is and its place in a culture.	An art-world is a sub-culture maintained by people, a significant portion of whose identity is drawn in some way from art. A person who is a member of an art-world is loosely or formally associated with other members of that art-world. Members of an art-world are familiar with some of the same art values and art ideas, and engage in, or are familiar with, some of the same art activities. Around the world and through the ages there have been many diverse art-worlds, such as the Italian Renaissance art-world; the sixteenth century Incan art-world; the court art-world of Sung Dynasty China; the ceremonial art-world of the Kuba people of West Africa; the contemporary gallery art-world in Los Angeles; and the art-world of graphic design. The shared information, values, and activities that define these art-worlds vary tremendously. Values and criteria upheld in one art-world may not be prized in another. Investigating an unfamiliar art-world opens up avenues for gaining insights into unfamiliar, otherwise seemingly incomprehensible or not-easily-appreciated artworks made within that unfamiliar art-world (e.g., tattoo and street performers).	DOK 1

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		<p>Art-worlds and cultures can be compared and contrasted by the use of a time line via posters, etc. that are art specific to each culture. You could use a bank of ceramic images for example that shows the hand-built forms of multiple cultures that include symbolism, tools, and techniques.</p> <p>Also you could say which of the pictures shows an art-world such as Egyptian art.</p> <p>Items can use definition of art-world and examples vs. non-examples.</p>	
S2C1-204	Discuss the roles of various art world experts (e.g., critics, art historians, curators, archeologists, conservators and others).	<p>Limit items to the definition of art-world experts and examples vs. non-examples – see ArtLex.</p> <p>Use this definition of expert: someone who has a vast knowledge of a specific topic.</p> <p>Identify the following art-world experts and their basic job description:</p> <p>Art critic: critiques art work, both written and verbal.</p> <p>Art historian: preserves the history of works of art.</p> <p>Art curator: selects and arranges art for display.</p> <p>Archeologist: discovers artifacts.</p> <p>Conservator: preserves and treats art objects.</p> <p>Art collector: a person who acquires artworks for personal collection.</p> <p>This is a complete list of the art-world experts to be assessed in the summative assessment.</p>	DOK 1

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S2C1-205	Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).	<p>Connect to school subjects, including but not limited to math, science, social studies, and language arts (reading and writing).</p> <p>Science: including but not limited to color theory, reaction, etc.</p> <p>Math: including but not limited to symmetry, tessellations, measurement, fraction, proportion, ratio, mixture, addition, subtraction, multiplication, line (direction, parallel lines, Mondrian), shape (geometric), pattern, form, and value.</p> <p>Social studies: including but not limited to art-worlds, art within culture, and art history.</p> <p>Reading: including but not limited to text in art, contextual clues, video art, artist statements, and narrative.</p> <p>Writing: including but not limited to artist statements, rationale, and signature.</p>	DOK 2
S2C1-206	Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.	<p>Different cultures have different symbols that represent their culture.</p> <p>Items should represent the idea that individual cultures have different ideas, images, and symbols.</p> <p>We are not assessing a specific culture.</p> <p>Use specific text with specific symbols.</p> <p>Use images and/or reading passages.</p>	DOK 2
S2C2-201	Identify the relationship between tools, materials, and/or techniques.	<p>Item should clarify the relationship between tools, materials, and/or techniques.</p> <p>Identifying the material and/or tool and the technique within a provided context.</p> <p>Examples include the following:</p>	DOK 2

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		<p>Painting: paint brush and paint.</p> <p>Printmaking: printing block and ink.</p> <p>Pottery: potter's wheel and clay.</p> <p>Graphic design: computer.</p> <p>Series of pictures (possible video clip) of artists creating art using their media provides a frame of context (provide multiple-choice examples that include what the artist used, tools, materials, and/or techniques).</p>	
S2C2-202	Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.	<p>Tools include but are not limited to camera, paintbrush, computer, pens/pencils, adhesive (glue, paste), wheel, burnisher, hands, stamps, and markers.</p> <p>Materials include but are not limited to canvas, paper, metal, wood, ceramic, fabric, paint, recycled materials/found objects, natural materials, rock, yarn, and clay.</p> <p>Techniques include but are not limited to weaving, drawing, painting, printing, carving, hand-building, stamping, collage, throwing on wheel, and papier-mâché.</p> <p>Given artwork must have a frame of reference (title, artist, date, size, location). This will define the time and culture, including but not limited to Egypt, Native American, Latino/Mexican, Greek, American, African, and pre-historic.</p>	DOK 1
S2C2-203	Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.	<p>Focus on technology that advances the way artists create.</p> <p>Use materials, tools, and techniques listed in S2C2-202.</p> <p>Use relationship between materials, tools, and techniques. For example, science influenced drawing with pencil and paper by leading to the development of drawing with computers.</p>	DOK 2

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		<p>Some examples include the following:</p> <p>Papyrus, walls, fresco: chemically composed elements.</p> <p>Photography: early to present.</p> <p>Graphic designers: films and computers.</p>	
S2C3-201	Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.	<p>Use common language/define characteristic terms: visual (limited to implied, simulated, and invented) and tactile (limited to actual).</p> <p>Include image with appropriate magnification to reveal visual/tactile characteristic.</p> <p>Characteristics refer to the art elements, not the surface quality or texture of the artwork.</p> <p>Limited to identifying the following elements of art in a provided artwork:</p> <p>Line: direction (vertical, horizontal, diagonal); width (thick, thin, wide, bold), contour, outline, continuous.</p> <p>Shape: two-dimensional, geometric (for example: circle, oval) and organic (for example: free-form and shapes found in nature).</p> <p>Color: hue, primary, secondary, intermediate/tertiary, warm, cool, neutral, monochromatic, and complementary.</p> <p>Value: value scale, tint, shade, light, dark, and gradation.</p> <p>Form: three-dimensional, encloses volume (for example: cube, cone, pyramid, cylinder, and sphere).</p> <p>Texture: implied/simulated, actual/real (for example: smooth, rough, and furry).</p> <p>Space: perspective, foreground, middle ground, background, positive,</p>	DOK 1

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		<p>negative, and overlapping.</p> <p>Cultures include but are not limited to Egypt, Native American, Latino/Mexican, Greek, American, African, and pre-historic.</p> <p>Refer to S2C2-202 for frame of reference of artwork and include in caption.</p>	
S2C4-201	Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.	<p>Keep to universal and culturally unbiased symbols.</p> <p>Use these definitions:</p> <p>Symbol: an image or visual that stands for an idea. Examples of symbols listed under ArtLex: blackbirds, eggs, fish, flames, monsters, fruit, dancer, keys, funnel, knives, shell, owl, pig, rabbit, and animals (can be elements of art or principles of design, including color themes).</p> <p>Theme: a unifying idea for an artwork. Examples of art themes: love, compassion, protest, persuasion, poverty, and war.</p> <p>The item should identify subject, theme, or symbol in a work of art.</p> <p>Be mindful of cultural bias. Items and examples should be accessible to all people regardless of gender, background, and location.</p> <p>Use definitions from ADE VA Standards Glossary.</p> <p>Reference S2C1-206</p>	DOK 2
S2C4-202	Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.	<p>Use visual examples that depict common human experiences, including but not limited to death, friendship, love, hunger, peace, struggle, triumph, joy, fear, and alienation.</p> <p>Cultures include but are not limited to Egypt, Native American, Latino/Mexican, Greek, American, African, and pre-historic.</p>	DOK 2
S2C4-203	Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in	Contextual information includes an image and written statement giving	DOK 2

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	which it was made.	<p>the background of an artwork.</p> <p>Identify the purpose of an artwork.</p> <p>Identify meaning of artwork from the viewpoint from which it was made.</p> <p>Be mindful of cultural bias. Items should be accessible to all people regardless of gender, background, and location.</p>	
S2C5-201	Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made	Items should include examples from a variety of cultures. Reasons for valuing an artwork include but are not limited to religious/ceremonial, sentimental, financial, relationships, functional, and historical.	DOK 2
S2C5-202	Demonstrate respect while responding to others' artwork.	Use examples and non-examples to determine what respect may/may not look or sound like.	DOK 1
S2C5-203	Compare the characteristics of artworks valued by diverse cultures.	<p>Characteristics refer to the elements of art and principles of design.</p> <p>Cultures include but are not limited to Egypt, Native American, Latino/Mexican, Greek, American, African, and pre-historic.</p>	DOK 2
S3C1-201	Form and support opinions about art (e.g., what art is and why it is important).	Assessed by performance assessment	DOK 3
S3C1-202	Debate whether art is different from visual culture in general.	Assessed by performance assessment	DOK 3
S3C1-203	Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).	<p>Items use reasons listed (sentimental, financial, religious, political, and historical) as well as functional, aesthetic, and other plausible reasons.</p> <p>Items should include a statement that explains the artwork's background to help the student select a reason.</p>	DOK 2

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S3C1-204	Discuss people's criteria for determining how, or whether, art should be cared for and/or protected.	Items should include a statement or passage that goes along with an image. Use ready-made art image (e.g., the Declaration of Independence, soup can, etc.).	DOK 2
S3C2-201	Explain how an artist's use of tools, materials, and techniques affect an artwork's meaning, purpose, and value.	Focus on use of tool, material, and technique, and whether the use supports or does not support the perceived meaning, purpose, or value.	
S3C2-202	Develop and use criteria to evaluate craftsmanship in an artwork.	Items should evaluate craftsmanship using given criteria. Be clear and specific. Use examples and non-examples in items. Identify criteria to evaluate craftsmanship in artwork. Criteria that are provided should be clear and specific. Define craftsmanship.	DOK 2
S3C3-201	Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.	Basic identification will reference elements of art and principles of design at DOK 1. Look at artwork and determine what elements of art/principles of design are used. Examples should be a given piece of artwork (not the student's). Part one: specific elements of art/principles of design in item. Part two: specific reason (how the element of art and/or principle of design supports the meaning and purpose of the artwork).	DOK 1 DOK 2
S3C4-201	Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.	Items may provide examples of meaning/purpose in the artwork. Cultures include but are not limited to Egypt, Native American,	DOK 2

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		Latino/Mexican, Greek, American, African, and pre-historic.	
S3C5-201	Understand how the difference in quality between an original and a reproduction affects the viewer's interpretation of an artwork (e.g., make a museum/artist's studio visit to compare details, size, luminosity, three dimensionality, and surface texture).	Example of an item may be "What is the difference between original/man-made vs. reproduction/mass-produced?" Visuals should not be used in the items. Use ArtLex for definition of quality.	DOK 2
S3C5-202	Distinguish art preferences "I like it because..." from art judgments "It is good because..." from cultural judgments "It is important because..."	Distinguish examples from non-examples given.	DOK 1
S3C5-203	Use established criteria to make and support a judgment about the quality of an artwork.	Use the criteria given to rate a specific form of artwork. Items could include a rubric.	DOK 2